

DOCUMENT RESUME

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Horticulture; Information Processing; *Job Skills;
Mathematical Applications; Middle Schools; Parenthood
Education; Radio; Secondary Education; Standards; *Technical
Education; Technology Education; Television Curriculum;
*Vocational Education

ABSTRACT

This document consists of 12 separate folders each listing a set of job competencies for a specific occupation or function area (e.g. television, wood construction) that is the subject of vocational and technical education courses at the middle and high school level in the Seattle (Washington) Public Schools Vocational/Technical Education Department. The job competencies listed should be acquired during the courses. The checklists rate the job skills on three levels: level one (performed independently), level two (can complete job with limited supervision), and level three (general information provided). Space is also provided for student name, school, date, semesters completed, and related job site and work experience information. Job competency profiles for the following programs are included: (1) Applied Mathematics; (2) Automotive Technology, (3) Wood Construction; (4) Computer Applications I and II; (5) Information Processing I and II; (6) Children and Parenting; (7) Middle School Technology Education; (8) Food Education and Service Training; (9) Drafting; (10) Television; (11) Radio; and (12) Horticulture. (KC)

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SPECIFIC JOB COMPETENCIES

Seattle Public Schools Vocational/Technical Education Department

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Applied Mathematics

Student Name _____

School _____

Date _____

Semesters Completed		
	FALL	SPRING
Grade 9		
Grade 10		
Grade 11		
Grade 12		

RELATED JOB SITE/WORK EXPERIENCE

Duration of Employment	Job Title	Employer	Supervisor's Name	Address of Employer	Phone	Number of Work Hours

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SPECIFIC JOB COMPETENCIES

STUDENT COMPETENCY ACHIEVEMENT

Directions:

Evaluate the student using the rating scale below and check the appropriate number to indicate the degree of competency achieved.
The descriptions associated with each of the numbers focus on level of student performance for each of the tasks listed below.

RECOMMENDED VALUES

SKILL LEVEL 1 Has performed independently; may need additional training

SKILL LEVEL 2 Can complete job with limited supervision; additional training required

SKILL LEVEL 3 General information provided

1	2	3	FIRST SEMESTER	1	2	3	SECOND SEMESTER	1	2	3
			COMMUNICATION SKILLS <i>Communicate Effectively</i>				COMMUNICATION SKILLS <i>Communicate Effectively</i>			
			1. Communicate person-to-person				1. Communicate person-to-person			
			2. Communicate in groups				2. Communicate in groups			
			BASIC MATH SKILLS <i>Learn to use a calculator</i>				BASIC MATH SKILLS <i>Deal with Data</i>			
			1. Enter numbers, fractions, and decimals into a calculator and read the output displayed				1. Recognize a problem that needs more data and find a source for that data			
			2. Use the parenthesis keys on a calculator				2. Collect the data you need to solve a problem			
			3. Add, subtract, multiply, and divide fractions with a calculator				3. Organize the data to help you solve the problem			
			4. Add, subtract, multiply, and divide mixed numbers with a calculator				4. Interpret or use the data so you can solve the problem			
			5. Add, subtract, multiply, and divide decimals with a calculator							
			GEOMETRY SKILLS <i>Work with Lines and Angles</i>				GEOMETRY SKILLS <i>Work with Lines and Angles</i>			
			1. Name numbers in a Different Way				1. Name the different parts of lines, angles, and circles			
			2. Change percents to decimals				2. Recognize parallel and perpendicular lines			
			3. Change decimals to percents				3. Draw lines, angles, and circles			
			4. Use a calculator to change fractions to decimals				4. Draw lines and angles to produce parallel and perpendicular lines			
			5. Change decimals from your calculator to fractions				5. Use geometric figures to solve work-related problems			
			6. Solve problems that contain information in the form of fractions, decimals, and percents							
			Find Answers with a Calculator				Work with Shapes in Two Dimensions			
			1. Read the problem and begin to understand the situation				1. Identify common figures (such as rectangles, squares, triangles, parallelograms, trapezoids, and circles) within objects			
			2. Figure out what the problem is asking you to find				2. Calculate the perimeter and areas of circles			
			3. Decide what math operations (+, -, x, ÷) to do as you solve a problem				3. Solve work-related problems that involve common figures			
			4. Use a calculator to work problems that have more than one step							
			Use Graphs, Charts, and Tables							
			1. Read tables							
			2. Read and draw bar graphs							
			3. Read circle graphs							
			4. Read and draw line graphs							
			5. Interpolate readings on a graph							
			6. Extend a line graph so you can estimate more values							
			Estimate Answers				Estimate Answers			
			1. Make rough estimates				1. Make rough estimates			
			2. Round and truncate whole numbers to a given number of digits				2. Round and truncate decimal numbers to a given number of digits			
			3. Round and truncate decimal numbers to a given number of digits				3. Estimate answers to problems that involve several steps			
			4. Estimate answers to problems that involve several steps				4. Check the answers to problems to make sure they are reasonable			
			5. Check the answers to problems to make sure they are reasonable							
			Learn Problem-Solving Techniques				Learn Problem-Solving Techniques			
			1. Read a problem and decide what is given and what is to be found				1. Read a problem and decide what is given and what is to be found			
			2. Develop a plan for solving the problem				2. Develop a plan for solving the problem			
			3. Carry out your plan to solve the problem				3. Carry out your plan to solve the problem			
			4. Check the answer and decide if it's reasonable				4. Check the answer and decide if it's reasonable			
			Work with Scaled Drawings				Work with Scaled Drawings			
			1. Read and use the scale of a drawing				1. Read and use the scale of a drawing			
			2. Find distances and directions on land maps				2. Find distances and directions on land maps			
			3. Make simple scale drawings				3. Make simple scale drawings			

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1 2 3 THIRD SEMESTER

COMMUNICATION SKILLS Communicate Effectively

1. Communicate person-to-person
2. Communicate in groups

HIGHER ALGEBRA SKILLS Use Signed Numbers and Vectors

1. Identify signed numbers
2. Find the absolute value of signed numbers
3. Combine signed numbers
4. Find the magnitude and direction of a vector
5. Solve problems using signed numbers and vectors

Use Scientific Notation

1. Write large and small numbers in power-of-ten notation
2. Read and write numbers in scientific notation
3. Enter numbers written in scientific notation into a calculator and read answers in scientific notation displayed by a calculator

Work with Precision, Accuracy and Tolerance

1. Distinguish between counting and measuring, and between precision and accuracy
2. Read and write measurements to show precision and tolerance
3. Compare measurements to specified tolerances
4. Use significant digits to indicate the accuracy of a measurement
5. Calculate measurements and round the results

Solve Problems with Powers and Roots

1. Read and write numbers expressed as powers
2. Estimate the values of numbers written as powers
3. Read and write numbers expressed as roots
4. Find powers and roots of numbers using a calculator
5. Calculate measurements and round the results

1 2 3 Use Formulas to Solve Problems

1. Read and write a formula
2. Rearrange the parts of a formula to fit your problem
3. Substitute values into the formula and find an answer
4. Use your calculator as you solve problems with formulas

Solve Problems that Involve Linear Equations

1. Translate a problem into an equation
2. Recognize and work with the parts of an equation
3. Simplify and solve an equation
4. Check the solutions of the equations and the problem

1 2 3 FOURTH SEMESTER

COMMUNICATION SKILLS Communicate Effectively

1. Communicate person-to-person
2. Communicate in groups

HIGHER ALGEBRA SKILLS Graph Data

1. Graph data as points on a coordinate system
2. Graph an equation
3. Find the slope of a graphed line
4. Find the intercepts of a graphed line

Solve Problems that Involve Nonlinear Equations

1. Recognize some nonlinear equations (involving square roots, squares, and reciprocals of the variable) and become familiar with their graphs
2. Solve a nonlinear equation, draw its graph and check the work
3. Find pairs of values for a nonlinear formula in a stated problem, graph the formula, and read values from the graph

QUALITY CONTROL SKILLS Work with Statistics

1. Distinguish between mean, mode and median as measures of central tendency
2. Calculate the mean, mode and median for a set of data
3. Draw a histogram to represent frequency distributions of data
4. Distinguish between range, trend, and standard deviation as measures of variability
5. Interpret the characteristics of a normal curve
6. Calculate the range and standard deviation to describe a set of data

1 2 3

Work with Probabilities

1. Find the probability of some simple events
2. Count the numbers of ways an event can happen
3. Draw diagrams and charts to help find probability
4. Use your calculator to find probabilities

TRIGONOMETRY SKILLS Use Right-Triangle Relationships

1. Name the parts of a right triangle
2. Use the Pythagorean formula to find a side of a right triangle
3. Use the characteristics of 3-4-5, 45-45, and 30-60 right triangles to solve practical problems
4. Use the ratios for sine, cosine, and tangent of an angle to solve problems that involve triangles
5. Use the calculator to solve problems that involve right triangles

Use Trigonometric Functions

1. Use the calculator to find sine and cosine values
2. Draw a graph of sine and cosine waves
3. Find the amplitude, wavelength period, and frequency of sine waves
4. Find the phase shift between two sine waves

Seattle Public Schools

VOCATIONAL/TECHNICAL EDUCATION DEPARTMENT

Applied Mathematics

SPECIFIC JOB COMPETENCIES

STUDENT COMPETENCY ACHIEVEMENT

Directions: Evaluate the student using the rating scale below and check the appropriate number to indicate the degree of competency achieved. The descriptions associated with each of the numbers focus on level of student performance for each of the tasks listed below.

RECOMMENDED VALUES

SKILL LEVEL 1 Has performed independently; may need additional training

SKILL LEVEL 2 Can complete job with limited supervision; additional training required

SKILL LEVEL 3 General information provided

Major Competency Areas

1	2	3
FIRST SEMESTER		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A. Communication Skills		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Basic Math Skills		

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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SECOND SEMESTER		
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A. Communication Skills		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Basic Math Skills		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Geometry Skills		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Basic Algebra Skills		

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
THIRD SEMESTER		
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A. Communication Skills		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Higher Algebra Skills		

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FOURTH SEMESTER		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A. Communication Skills		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Higher Algebra Skills		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Quality Control Skills		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Trigonometry Skills		

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Seattle Public Schools
Vocational/ Technical Education in
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Colleges and the Seattle business, labor, and
government community. Produced under
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from the U. S. Department of Education.

Seattle Public Schools
VOCATIONAL/TECHNICAL EDUCATION DEPARTMENT

Automotive Technology

Student's Name _____

School _____

Date _____

Semesters Completed

	FALL	SPRING
Grade 9		
Grade 10		
Grade 11		
Grade 12		

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RELATED JOB SITE/WORK EXPERIENCE

Duration of Employment	Job Title	Employer	Supervisor's Name	Address of Employer	Phone	Number of Work Hours

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SPECIFIC JOB COMPETENCIES

STUDENT COMPETENCY ACHIEVEMENT

Directions: Evaluate the student using the rating scale below and check the appropriate number to indicate the degree of competency achieved. The descriptions associated with each of the numbers focus on level of student performance for each of the tasks listed below.

RECOMMENDED VALUES

SKILL LEVEL 1 General information provided

SKILL LEVEL 2 Can complete job with limited supervision; additional training required

SKILL LEVEL 3 Has performed independently; may need additional training

<p>1 2 3</p> <p>A. Orientation</p> <p>1. Personal Information - Fill out profile</p> <p>2. Record Keeping - Keeping daily log current</p> <p>3. Classroom Standards - Read discuss safety rules signs</p> <p>4. Housekeeping - participate in lecture and demonstration</p> <p>5. _____</p> <p>6. _____</p> <p>B. Safety</p> <p>1. Permission Slip - Return completed form</p> <p>2. Eye - Know protection and care</p> <p>3. Lifting - Know procedures and techniques, describe proper use of leg and back lifting</p> <p>4. Hoisting - Describe and demonstrate proper use and set up</p> <p>5. Compressed Air - Participate in proper use and safety seminar</p> <p>6. Liquids - Describe proper handling of hazardous liquids</p> <p>7. Hazardous Materials</p> <p>a. Describe proper disposal methods</p> <p>b. Explain DSMS sheet purpose and location</p> <p>8. Clothing - Proper shop attire</p> <p>9. Horseplay - Be aware of dangers and consequences</p> <p>10. Fire - Know location of exits and fire types</p> <p>11. Accident Report - Practice filling in school form</p> <p>12. _____</p> <p>13. _____</p> <p>C. Hand Tools</p> <p>1. Wrenches Combo - Identify describe proper use of</p> <p>2. Sockets Sets - Identify describe proper use of</p> <p>3. Pliers - Identify describe proper use of</p> <p>4. Screwdrivers - Identify describe proper use of</p> <p>5. _____</p> <p>6. _____</p> <p>D. Power Tools - Describe and identify and demonstrate proper usage of tools</p> <p>1. Electric</p> <p>a. Drill</p> <p>b. Hand grinder/buffer</p> <p>c. Drop lights</p> <p>2. Pneumatic - Describe and identify and demonstrate proper usage of tools</p> <p>a. Impact ratchets</p> <p>b. Ratchets</p> <p>c. Chisels</p> <p>3. Hydraulic - Describe and identify and demonstrate proper usage of tools</p> <p>a. Press</p> <p>b. Jacks</p> <p>c. Portapower</p> <p>4. _____</p> <p>5. _____</p>	<p>1 2 3</p> <p>E. Welding - Demonstrate safety, set-up and usage</p> <p>1. Arc Stick - Perform welding operations</p> <p>2. MIG - Perform welding operations</p> <p>3. Oxy acetylene/cutting according to pull sheet</p> <p>a. Cutting</p> <p>b. Fusion</p> <p>c. Brazing</p> <p>4. _____</p> <p>5. _____</p> <p>F. Soldering - Choose, perform and demonstrate proper usage</p> <p>1. Rosin Core</p> <p>2. Acid Core</p> <p>3. Electric</p> <p>4. Propane</p> <p>5. _____</p> <p>6. _____</p> <p>G. Chassis Maintenance</p> <p>1. Perform operations necessary as per pull sheet</p> <p>2. Check for:</p> <p>a. Purchase</p> <p>b. Trip</p> <p>c. Winter</p> <p>d. Summer</p> <p>3. _____</p> <p>4. _____</p> <p>H. Tune Up - Perform demonstrate discuss operations as necessary as per pull sheet</p> <p>1. Inspect Parts</p> <p>2. Obtain Parts</p> <p>3. Compression Test</p> <p>4. Replace Parts</p> <p>5. Adjust Systems</p> <p>6. _____</p> <p>7. _____</p> <p>I. Basic Shop Skills</p> <p>1. Remove Broken Bolts</p> <p>2. Center Punch/Drill/Tap Hole</p> <p>3. Hacksaw usage - Scribe and cut a straight line</p> <p>4. Screwdriver Usage - Select proper size and type for given screw</p> <p>5. Test Light - Demonstrate test continuity</p> <p>6. Hoist Proficiency - Safely raise and lower car</p> <p>7. Battery Charge/Jump Start - Demonstrate safe cable connections</p> <p>8. _____</p> <p>9. _____</p>	<p>1 2 3</p> <p>J. Brakes</p> <p>1. Inspect/Visual - Complete Visual Exam</p> <p>a. Rotors - Test for runout</p> <p>b. Pads - Check for thickness</p> <p>c. Drum - Check for diameter - exam surface condition</p> <p>d. Shoes - Check for thickness and visually inspection</p> <p>e. Hoses Lines - Perform visual inspection</p> <p>f. Master Cyl - Inspect fluid level</p> <p>g. Leaks - Exam all lines, hoses, and cylinders</p> <p>2. Pedal Tests</p> <p>a. Travel - Measure pedal travel - measure distance from floor to pedal</p> <p>b. Pedal feel quality</p> <p>c. Sink - Test</p> <p>3. _____</p> <p>4. _____</p> <p>K. Suspension</p> <p>1. Inspection and evaluate components</p> <p>2. Service - Lube if necessary or possible</p> <p>a. Wheel Bearings - Remove inspect repack reinstall</p> <p>b. Tires - Remove inspect dismount mount balance torque wheel nuts</p> <p>3. Alignment - Set caster camber toe - Visually inspect components for wear or damage</p> <p>4. Evaluate tire wear patterns</p> <p>5. _____</p> <p>L. Drive Train</p> <p>1. Clutch</p> <p>a. Adjust clutch linkage free travel</p> <p>b. Remove clutch assembly</p> <p>c. Inspect clutch assembly</p> <p>d. Check clutch housing alignment</p> <p>e. Replace clutch assembly</p> <p>f. Measure released disc air gap</p> <p>g. _____</p> <p>2. Standard Transmission</p> <p>a. Remove and replace a standard transmission</p> <p>b. Disassemble, inspect, and reassemble a standard shift transmission</p> <p>c. _____</p> <p>d. _____</p> <p>3. Drive Lines</p> <p>a. Remove and replace a propeller shaft</p> <p>b. Remove and replace a cross and roller U-joint</p> <p>c. Remove and replace a front-drive CV joint</p> <p>d. Balance a propeller shaft</p> <p>e. Check and adjust U-joint angles</p> <p>f. Phase two piece drive line</p> <p>g. _____</p>
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1 2 3

L. Drive Train (Continued)**4. Rear Axle Drive**

- Measure backlash between ring gear and drive pinion
- Replace drive pinion seal
- Replace ball bearing type axle shaft bearing and seal
- Remove and replace rear axle housing assembly
- Disassemble, inspect, reassemble, and adjust an integral carrier rear axle
- Remove and replace a C-clip axle

5. Front Wheel Drive

- Remove and replace a CV joint
- Replace a boot seal
- Remove and replace a front hub and bearing
- Tighten a hub nut

6. Automatic Transmission Service

- Analyze fluid condition
- Replace an extension housing bushing and seal
- Change filter
- Adjust linkages
- Adjust bands

M. Electrical System**1. Basic Electrical Theory**

- Calculate voltage using ohm's law
- Calculate current flow in amperes using ohm's law
- Calculate resistance using ohm's law
- Construct a series circuit
- Construct a parallel circuit
- Measure voltage drop

2. Battery Service

- Clean and service battery
- Remove and replace a battery
- Measure battery electrolyte with hydrometer
- Load test a battery
- Charge test a battery for three minutes
- Test battery for surface discharge with a voltmeter starting system
- Test and replace terminal clamps

3. Starting System

- Test starter current draw
- Test starter circuit cranking voltage
- Test starter control circuit voltage drop
- Remove and replace a starter
- Disassemble and reassemble a gear reduction starter
- Test connection voltage drop

4. Ignition System

- Check and set ignition timing
- Remove and replace a distributor
- Remove and replace contact points and condenser
- Adjust dwell on an externally adjustable distributor

4. Ignition System (Continued)

- Test and adjust distributor on distributor tester
- Remove, inspect, service, and replace spark plugs
- Clean and inspect a distributor cap
- Clean and test a coil
- Clean and test secondary wires
- Test mechanical advance
- Test vacuum advance

1 2 3

5. Charging System

- Remove and replace an alternator
- Disassemble, check and reassemble an alternator
- Test charging circuit voltage
- Test maximum current output of an alternator
- Test output pattern with γ -scope

6. Chassis Wiring

- Read a wiring diagram
- Troubleshoot an electrical circuit
- Install a soldered terminal
- Install a solderless terminal
- Splice a wire (solder method)
- Splice a wire (solderless method)
- Remove and replace a bulb
- Align headlights
- Remove and replace a sealed beam
- Remove and replace a headlight switch
- Remove and replace a power window motor
- Test circuit with voltmeter
- Test electrical motor current draw
- Measure voltage loss

N. Engine Rebuilding**1. Engine Condition Evaluation**

- Perform a vacuum test
- Test engine compression
- Perform cylinder leakage test
- Check for external fluid leakage

2. Engine Removal

- Remove an engine with an automatic transmission
- Remove engine with a standard transmission

3. Engine Disassembly

- Clean outside of engine
- Disassemble engine
- Bag and label parts

4. Valve Train and Cylinder Head Reconditioning

- Inspect timing gears and measure timing chain for stretch and camshaft end play
- Inspect camshaft
- Clean and inspect hydraulic lifters
- Disassemble, clean and inspect a cylinder head assembly
- Recondition cylinder head

5. Engine Crankshaft, Bearings, and Oil Pump

- Check main bearing bore alignment
- Measure and inspect a crankshaft
- Fit a crankshaft bearing with a plastigauge
- Install a rear main bearing seal (crankshaft removal)
- Disassemble, clean, and inspect oil pump

6. Cylinder and Piston Reconditioning

- Remove piston ring ridge from cylinder
- Measure a cylinder for taper, wear, and out-of-round
- Hone a cylinder with a glaze breaker hone
- Clean the cylinder head surface and check for warpage
- Remove and replace a cylinder block core plug

1 2 3

7. Engine Reassembly

- Install camshaft and bearings
- Install crankshaft, bearings, timing gears and timing cover
- Install pistons and connecting rod assemblies
- Install oil pump, pickup screen, and oil pan
- Install cylinder head, intake manifold, and exhaust manifold
- Install engine accessory components

8. Engine Installation

- Install engine with automatic transmission
- Install engine with standard transmission
- Adjust and start newly installed engine
- Perform proper break-in and test procedures

O. Accessories

- Air Conditioning
 - Clutch Operation - Exam and Inspect
 - Belts
 - Inspect condenser
 - Fuse switch operation vacuum doors inspect test for operation
 - Sight glass inspection
 - Test for leaks
- Heater
 - Pressure test a heater
 - Back flush a heater core
 - Remove and replace a water control valve
 - Test a blower motor for current draw
- Air Bag - Understand and discuss safety issues
- Audio Equipment - Check power usage
 - Installation/evaluation

P. Trouble Shooting/Customer Relations

- Define Problems
- Problem Confirmation
- Solve Problem
- Recheck Solution

Q. Career Paths

- Select means of locating job openings
- Write a resume
- Write a letter of application for an automotive related job
- Complete an employment application for an automotive related job
- Prepare a personal portfolio
- Practice interview questions
- Make an appointment by phone for an automotive related interview
- Evaluate an automotive job offer
- Compare job opportunities
- Participate in a mock or real job interview
- Complete career center pull sheet

R. Leadership Abilities

- Actively involved in student leadership
- Ability to use effective oral communications
- Ability to use effective written communications
- Cooperative learning - active participation as a team member while working
- Participate in a formal meeting
- Lead a formal meeting
- Participate in a team meeting

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Seattle Public Schools
VOCATIONAL/TECHNICAL EDUCATION DEPARTMENT

Automotive Technology

SPECIFIC JOB COMPETENCIES

STUDENT COMPETENCY ACHIEVEMENT

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SKILL LEVEL 3 Has performed independently; may need additional training

Major Competency Areas

- | | | |
|--|--------------|---|
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 1 2 3 | A. Orientation |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | B. Safety |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | C. Hand Tools |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | D. Power Tools - Describe and identify and demonstrate proper usage of tools |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | E. Welding |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | F. Soldering |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | G. Chassis Maintenance |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | H. Tune-Up |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | I. Basic Shop Skills |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | J. Brakes |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | K. Suspension |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | L. Drive-Train |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | M. Electrical |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | N. Engines |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | O. Accessories |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | P. Trouble-Shooting |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | Q. Career Paths |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | R. Leadership Abilities |

Seattle Public Schools
VOCATIONAL/TECHNICAL EDUCATION DEPARTMENT

Wood Construction

Student's Name _____

School _____

Date _____

Semesters Completed

		FALL	SPRING
Grade	9		
Grade	10		
Grade	11		
Grade	12		

Produced by:

Seattle Public Schools
Vocational/Technical Education in
partnership with the Seattle Community
Colleges and the Seattle business, labor, and
government community. Produced under
federal dissemination grant #V248A20032
from the U. S. Department of Education.

RELATED JOB SITE/WORK EXPERIENCE

Duration of Employment	Job Title	Employer	Supervisor's Name	Address of Employer	Phone	Number of Work Hours

SPECIFIC JOB COMPETENCIES

STUDENT COMPETENCY ACHIEVEMENT

Directions: Evaluate the student using the rating scale below and check the appropriate number to indicate the degree of competency achieved. The descriptions associated with each of the numbers focus on level of student performance for each of the tasks listed below.

RECOMMENDED VALUES

SKILL LEVEL 1 General information provided

SKILL LEVEL 2 Can complete job with limited supervision; additional training required

SKILL LEVEL 3 Has performed independently; may need additional training

1	2	3	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	WOODWORKING
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A. Student Orientation & General Safety
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Basic shop rules and course requirements
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. General safety
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	B. Occupational Information
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Careers in woodworking
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	C. Knowledge of Woods
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Structure of wood - fibers annual rings grain
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Grain orientation - concepts with, against, across
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Designation of length and width as required by direction of grain
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Wood identification
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a. Hardwoods vs. softwoods (broad leaf vs. conifer)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b. Identification by species (alder, birch, fir, maple, oak, etc.)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Knowledge of lumber production
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Sizing and grading of lumber
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Processed wood: veneers, plywood, pressed sheets
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. The effect of moisture content on wood stability:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a. Shrinking, swelling, warping
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b. Air drying and kiln drying
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. Construction materials
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Cabinet making materials
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11. Furniture materials
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	D. Measuring
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Fractions of an inch - reading the rule
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Measuring within 1/16-inch accuracy
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Computing board feet
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	E. Project Planning
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Reading a working drawing
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Making working drawing (in sketch form)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Making a bill of materials
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Computing the cost of a project
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	F. Layout of a Project
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Accurate linear measuring
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Laying out of angles
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Laying out of arcs, curves, etc.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Laying out of joints
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Enlarging and transferring a pattern
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. _____

1	2	3	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	HAND TOOLS
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A. Layout Tools: General
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Rules and tapes - measuring techniques
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Squares - kinds and how to use them
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Dividers and compass - how to lay out arcs and circles
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Trammel points - laying out large circles and arcs
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Marking gauge - how to use
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. T-bevel - how to set up, transfer angles
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Protractor
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Scratch awl
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	B. Handsaws
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. General information:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a. Terminology (parts of a saw)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b. Kinds of teeth and filing of teeth
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c. Setting of teeth
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	d. Points per inch
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Rip saw - sawing with a rip saw
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Crosscut saw - crosscutting by hand
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Back saw - when and how to use
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Coping saw - cutting curves in thin stock
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Compass saw - when and how to use
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Miter box - how to use for cutting angles
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Dovetail saw
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	C. Hand Planes
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Names, identification of planes
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Parts of a jack plane
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. The double-plane iron - parts, assembling, correct size of bevel, etc.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Sharpening a plane iron - grinding and honing
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Assembling and adjusting a jack plane
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Planing an edge - straight and square to the face of the board
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Planing an end - square to the face and edge of the board without clipping
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Planing a board to dimensions - sequence of procedure
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. Router plane
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a. Adjust cutter for desired depth
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b. Plane joints to uniform depth
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Rabbit plane - adjust for depth and width of joint; plane joint on the edge of a board
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11. Spokeshave - smooth concave and convex shapes on edges of boards
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12. Side rabbit plane - widen a dado joint
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13. Circular plane - adjust and use to shape and smooth large curves
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15. _____

1	2	3	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	D. Chisels
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Kinds of chisels and how to use them
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Sharpening of chisels
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Correct storage of chisels
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	E. Drilling and Boring Tools
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Identification and tools (names and uses)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a. Hand drill
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b. Bit brace
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c. Push drill (Yankee drill)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Drills and bits - names and uses of each
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Marking hole locations - measuring for accurate location
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	F. Scrapers
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Names of different kinds
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Sharpening of scraper blades
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Using scrapers - techniques
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	G. Files and Rasps
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Identification:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a. By file cut (single or double cut)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b. By coarseness (bastard, second cut, etc.)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c. By patterns (Swiss, etc.)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	d. By cross-section (flat, half-round, etc.)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Proper storage of files
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Correct techniques for using files
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Cleaning - file card and brush
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	H. Abrasives
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Coated abrasives:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a. Sheets (sandpaper), kinds of coatings, grit sizes
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b. Sanding belts
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c. Drums and disks
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Grindstones, oilstones, waterstones
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Steel wool
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. _____

1	2	3		1	2	3		1	2	3	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I. Woodworking Joints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	N. Fasteners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12. Spindle Sander
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Edge butt joint - how to plane and glue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Wood screws	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a. Safety
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. End butt joint - how to make and reinforce	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a. Kinds and sizes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b. Selecting and changing spindles
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Rabbet joint - methods of producing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b. How to install wood screws correctly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c. Operating the sander
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Dado joints and grooves - how to lay out and make by hand or machine methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c. Counter-boring - covering with plugs or buttons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13. Shaper
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Tongue and groove joint	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	d. Screwdrivers - selecting, kinds of points, maintenance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a. Safety
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Miter - end miter (as in frames)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Nails	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b. Setting up the shaper - selecting cutters installing guards
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Miter - edge miter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a. Kinds and sizes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c. Performing selected operations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Miter - splined	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b. Driving nails correctly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14. Motorized miter box: (chop saw)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. Lap joints - layout and cutting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c. Setting nails	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a. Safety
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Mortise and tenon joints - how to lay out and cut	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b. Set-up and operation
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11. Dovetails joints - kinds, layout and cutting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15. Other machines: (please enter name of machines and competencies)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12. Dowel joints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	O. Stationary Power Tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Machine:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13. Water joints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Planer (surfaces)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a. Safety guidelines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b. Planning to desired thickness - know-how	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Machine:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	J. Sanding Wood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Jointer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Hand sanding - techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a. Safety guidelines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Orbital sander - how to use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b. Jointing edges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	18. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Install sandpaper on orbital sander	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c. Leveling surfaces	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Belt sander, portable - how to use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	d. Squaring stock for table legs, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	P. Portable Power Tools (portable sanders are listed under "sanding wood")
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Correctly install and track a belt on a belt sander	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Table saw - parts and their functions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Drill motors (hand drills)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Stationary belt sander - when and how to use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a. Safety rules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a. Safety
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Spindle sander - when and how to use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b. Kinds of blades	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b. Operating techniques
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Disk sander, stationary - when and how to use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c. Installing blades correctly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Saber Saw
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. Stroke sander - safety, when and how to use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	d. Ripping - set up and perform	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a. Safety
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Knowledge of coated abrasives used on sanders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	e. Cross-cutting - square cuts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b. Selection of blades
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	f. Producing duplicate parts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c. Cutting techniques
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	g. Assembling and installing a dado head	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Router:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	K. Gluing and Laminating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	h. Making dado cuts - through cuts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a. Safety
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Knowledge of kinds of glues; selecting the right glue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	i. Making dado cuts - stop dados	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b. Selecting bits, installing and adjusting
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Glue and clamp boards edge to edge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	j. Making rabbet joints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c. Routing techniques:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Glue and clamp boards face to face	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	k. Miter cuts - end miters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(1) Edge routing
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Assembling work with glue and clamps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	l. Miter cuts - edge cuts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(2) Routing specific joints
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Laminate curved items - use molds or forms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	m. Splined joints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. "Skill Saw" - portable circular saw
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Applying edging or wood tape to edges of sheet stock	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	n. Cutting tenons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a. Safety
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	p. Other cuts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b. Cutting techniques
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Scroll saw	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Belt sander
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	L. Use of Clamping Devices: (selecting appropriate clamps)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a. Safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Orbital sander
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Vises	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b. Installing blades	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Plate jointer
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Hand screws - correct use and care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c. Cutting techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. C-clamps - appropriate use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Band saw	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Bar clamps and pipe clamps - correct application	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a. Safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Q. Career Paths
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Belt clamps - when and how to use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b. Selecting blades	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Select means of locating job openings
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Spring clamps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c. Planning sequence of cuts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Write a resume
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Presses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	d. Cutting circles and arcs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Write a letter of application for a woodworking related job
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Molds and forms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	e. Re-sawing lumber	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Complete an employment application for a woodworking related job
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Drill Press	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Prepare a personal portfolio
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a. Safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Practice interview questions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	M. Finishing: (kinds of techniques of application)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b. Tools used in a drill press	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Make an appointment by phone for a woodworking related interview
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Brushes and their care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c. Boring and drilling techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Evaluate a woodworking job offer
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Paints and enamel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Mortiser	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. Compare job opportunities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Shellac	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a. Safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Participate in a mock or real job interview
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Oil finish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b. Adjusting mortises for width and depth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Varnish (includes polyurethane)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c. Mortising technique	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Lacquers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Grinder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	R. Leadership Abilities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Stains	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a. Safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Actively involved in student leadership
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Wood fillers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b. Sharpening of tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Ability to use effective oral communications
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. Patching compounds (putty, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. Wood Lathe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Ability to use effective written communications
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Rubbing compounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a. Safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Cooperative learning - active participation as a team member while working
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11. Paste wax	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b. Cross-cutting - cutting stock to length	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12. Selecting and using appropriate solvents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c. Selected other operations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Radial arm saw	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a. Safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b. When and how to use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Seattle Public Schools

VOCATIONAL/TECHNICAL EDUCATION DEPARTMENT

Wood Construction

SPECIFIC JOB COMPETENCIES

STUDENT COMPETENCY ACHIEVEMENT

Directions: Evaluate the student using the rating scale below and check the appropriate number to indicate the degree of competency achieved. The descriptions associated with each of the numbers focus on level of student performance for each of the tasks listed below.

RECOMMENDED VALUES

SKILL LEVEL 1 General information provided

SKILL LEVEL 2 Can complete job with limited supervision; additional training required

SKILL LEVEL 3 Has performed independently; may need additional training

Major Competency Areas

1 2 3

WOODWORKING:

- ☐ ☐ ☐ A. Student Orientation & General Safety
- ☐ ☐ ☐ B. Occupational Information
- ☐ ☐ ☐ C. Knowledge of Woods
- ☐ ☐ ☐ D. Measuring
- ☐ ☐ ☐ E. Project Planning
- ☐ ☐ ☐ F. Layout of a Project

HAND TOOLS:

- ☐ ☐ ☐ A. Layout Tools: General
- ☐ ☐ ☐ B. Handsaws
- ☐ ☐ ☐ C. Hand Planes
- ☐ ☐ ☐ D. Chisels
- ☐ ☐ ☐ E. Drilling and Boring Tools
- ☐ ☐ ☐ F. Scrapers
- ☐ ☐ ☐ G. Files and Rasps
- ☐ ☐ ☐ H. Abrasives
- ☐ ☐ ☐ I. Woodworking Joints
- ☐ ☐ ☐ J. Sanding Wood
- ☐ ☐ ☐ K. Gluing and Laminating
- ☐ ☐ ☐ L. Use of Clamping Devices
- ☐ ☐ ☐ M. Finishing
- ☐ ☐ ☐ N. Fasteners
- ☐ ☐ ☐ O. Stationary Power Tools
- ☐ ☐ ☐ P. Portable Power Tools
- ☐ ☐ ☐ Q. Career Paths
- ☐ ☐ ☐ R. Leadership Abilities

Seattle Public Schools
VOCATIONAL/TECHNICAL EDUCATION DEPARTMENT
Computer Applications I and II

Student Name _____
School _____
Date _____

Semesters Completed		
	FALL	SPRING
Grade 9		
Grade 10		
Grade 11		
Grade 12		

RELATED JOB SITE/WORK EXPERIENCE

Duration of Employment	Job Title	Employer	Supervisor's Name	Address of Employer	Phone	Number of Work Hours

STUDENT COMPETENCY ACHIEVEMENT

Directions: Evaluate the student using the rating scale below and check the appropriate number to indicate the degree of competency achieved. The descriptions associated with each of the numbers focus on level of student performance for each of the tasks listed below.

RECOMMENDED VALUES

- SKILL LEVEL 1** Has performed independently; may need additional training
- SKILL LEVEL 2** Can complete job with limited supervision; additional training required
- SKILL LEVEL 3** General information provided

1 2 3 COMPUTER APPLICATIONS I

BASIC PROFICIENCIES

In addition to the competencies for keyboarding, the student is able to perform the following basic proficiencies:

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 1. Perform basic computer operations within a network environment. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Define and use computer application terminology. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Practice appropriate behavior regarding copyright laws, care of equipment, and general safety. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Demonstrate positive work habits. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Prepare a variety of business documents. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

WORD PROCESSING PROFICIENCIES

Perform these word processing operations:

- | | | | |
|--------------------|--------------------------|--------------------------|--------------------------|
| 1. Word wrap | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Cursor movement | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Create files | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Save files | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Retrieve files | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Print | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Edit

- | | | | |
|------------------------|--------------------------|--------------------------|--------------------------|
| 1. Proofreader's marks | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Spell check | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Formatting

- | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Margins | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Line spacing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Alignment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Character enhancement | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Font and font sizes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Tabs

Move/copy

- | | | | |
|-----------------------|--------------------------|--------------------------|--------------------------|
| 1. Search and replace | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Print preview | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

1 2 3 SPREADSHEET PROFICIENCIES

Input text and numbers

- | | | | |
|------------------------------------|--------------------------|--------------------------|--------------------------|
| 1. Add vertically and horizontally | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Subtract | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Multiply | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Divide | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Average | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Format

- | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Cell width | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Number style | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Decimals | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Margins | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Alignment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Character enhancement | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Enter series

- | | | | |
|------------|--------------------------|--------------------------|--------------------------|
| 1. Insert | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Delete | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Rows | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Columns | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Copy, move, copy formulas

CHART PROFICIENCIES

Create

View

Types

- | | | | |
|---------|--------------------------|--------------------------|--------------------------|
| 1. Line | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Bar | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Pie | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Format

- | | | | |
|-------------------------|--------------------------|--------------------------|--------------------------|
| 1. Size | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Titles and subtitles | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Legends | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Print preview and print | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

1 2 3 DATABASE PROFICIENCIES

Create forms

- | | | | |
|-------------------|--------------------------|--------------------------|--------------------------|
| 1. Field names | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Field contents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Labels | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Enter data

- | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Field width | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Alignment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Character enhancement | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Format

- | | | | |
|-----------|--------------------------|--------------------------|--------------------------|
| 1. Insert | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Delete | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Search | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Edit

- | | | | |
|---------------------|--------------------------|--------------------------|--------------------------|
| 1. Copy and move | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Record management | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1. Sort | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Select | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Prepare reports | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| a. Selecting fields | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Format | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Edit | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Fonts and sizes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Print preview and print

INTEGRATED DOCUMENT PROFICIENCIES

Select, cut/copy, and paste

Merge

Print preview and print

GRAPHICS PROFICIENCIES

Letterhead

Sign

Greeting card

SPECIFIC JOB COMPETENCIES

STUDENT COMPETENCY ACHIEVEMENT

Directions: Evaluate the student using the rating scale below and check the appropriate number to indicate the degree of competency achieved. The descriptions associated with each of the numbers focus on level of student performance for each of the tasks listed below.

RECOMMENDED VALUES

SKILL LEVEL 1 Has performed independently; may need additional training

SKILL LEVEL 2 Can complete job with limited supervision; additional training required

SKILL LEVEL 3 General information provided

1 2 3 COMPUTER APPLICATIONS II

BASIC PROFICIENCIES

In addition to the competencies for Computer Applications I, the student is able to perform the following basic proficiencies:

1. Perform basic computer operations within a network environment.
2. Define and use computer application terminology.
3. Practice appropriate behavior regarding copyright laws, care of equipment, and general safety.
4. Demonstrate positive work habits.
5. Knowledge of full-featured computer programs
6. Prepare a variety of advanced business documents.

WORD PROCESSING PROFICIENCIES

Editing

1. Margins
2. Line spacing
3. Alignment
4. Character enhancement
5. Font and font sizes

Tabs

1. Left
2. Right
3. Leaders
4. Enumerated items

Footers and headers

Search and replace

1 2 3 SPREADSHEET PROFICIENCIES

Formulas

1. Add
2. Subtract
3. Multiply
4. Divide
5. Average
6. Count
7. Lookup
8. Minimum
9. Maximum

Formatting

Sort

Absolute and relative values

Go to

CHART PROFICIENCIES

Create

View

Types

1. Bar
2. Stacked bar
3. 100% bar
4. Line
5. Pie

Format

1. Size
2. Titles and subtitles
3. Legends
4. Fonts and font sizes

Ability to read and interpret data

Print preview and print

1 2 3 DATABASE PROFICIENCIES

Enhanced sorts

Enhanced reports

Advanced select (query)

Form modification and revision

Advanced record management

Fonts and font sizes

INTEGRATED DOCUMENT PROFICIENCIES

Form letters

Mailing labels

Select, cut/copy, and paste

Print preview and print

COMMUNICATIONS PROFICIENCIES

Introduce terminology

Preview concepts

INTRODUCTION TO DESKTOP PUBLISHING PROFICIENCIES

Introduce terminology

Preview concepts

Graphics (using a drawing program)

1. Create a graphic
2. Modify an existing graphic
3. Cut and paste

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Seattle Public Schools VOCATIONAL/TECHNICAL EDUCATION DEPARTMENT

Computer Applications I and II

SPECIFIC JOB COMPETENCIES

STUDENT COMPETENCY ACHIEVEMENT

Directions: Evaluate the student using the rating scale below and check the appropriate number to indicate the degree of competency achieved. The descriptions associated with each of the numbers focus on level of student performance for each of the tasks listed below.

RECOMMENDED VALUES

SKILL LEVEL 1 Has performed independently; may need additional training

SKILL LEVEL 2 Can complete job with limited supervision; additional training required

SKILL LEVEL 3 General information provided

Major Competency Areas

1	2	3	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	COMPUTER APPLICATIONS I
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	BASIC PROFICIENCIES
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	WORD PROCESSING PROFICIENCIES
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SPREADSHEET PROFICIENCIES
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CHART PROFICIENCIES
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	DATABASE PROFICIENCIES
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	INTEGRATED DOCUMENT
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	PROFICIENCIES
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	GRAPHICS PROFICIENCIES
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	COMPUTER APPLICATIONS II
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	BASIC PROFICIENCIES
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	WORD PROCESSING PROFICIENCIES
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SPREADSHEET PROFICIENCIES
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CHART PROFICIENCIES
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	DATABASE PROFICIENCIES
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	INTEGRATED DOCUMENT
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	PROFICIENCIES
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	COMMUNICATIONS PROFICIENCIES
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	INTRODUCTION TO DESKTOP
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	PUBLISHING PROFICIENCIES

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Seattle Public Schools
VOCATIONAL/TECHNICAL EDUCATION DEPARTMENT
Information Processing I and II

Student Name _____ School _____ Date _____
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Semesters Completed		
	FALL	SPRING
Grade 9		
Grade 10		
Grade 11		
Grade 12		

RELATED JOB SITE/WORK EXPERIENCE

Duration of Employment	Job Title	Employer	Supervisor's Name	Address of Employer	Phone	Number of Work Hours

SPECIFIC JOB COMPETENCIES

STUDENT COMPETENCY ACHIEVEMENT

Directions: Evaluate the student using the rating scale below and check the appropriate number to indicate the degree of competency achieved. The descriptions associated with each of the numbers focus on level of student performance for each of the tasks listed below.

RECOMMENDED VALUES

SKILL LEVEL 1 Has performed independently; may need additional training

SKILL LEVEL 2 Can complete job with limited supervision; additional training required

SKILL LEVEL 3 General information provided

1 2 3 INFORMATION PROCESSING I

A. BASIC PROFICIENCIES
In addition to the competencies for keyboarding, the student is able to perform the following basic proficiencies:

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 1. Perform basic computer operations within a network environment. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Perform basic word processing operations such as:
a. Word wrap
b. Cursor movement
c. Create files
d. Save files
e. Retrieve files
f. Print | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Utilize basic editing procedures including:
a. Insert
b. Delete
c. Block delete
d. Proofreading | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Keyboarding at 40 words per minute using appropriate technique. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Practice appropriate behavior regarding copyright laws, care of equipment, and general safety. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Demonstrate positive work habits. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

1 2 3

B. WORD PROCESSING FUNCTIONS

The student is able to perform the following word processing functions:

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 1. Select (block) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Line Format
a. Left and right margins
b. Line spacing
c. Alignment (left, right, center, justify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Page Format
a. Margins top and bottom
b. Headers and footers
c. Footnotes
d. Page numbering | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Spell Check | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Document Enhancement
a. Underline, bold, italic
b. Newspaper columns | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Sort | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Search & Replace | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Hyphenation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Simple Merge | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Basic Document Assembly (bottleplate) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Math | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Tabs
a. Left
b. Leaders
c. Enumerated items | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Print Preview | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Macros | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Codes (embedded characters) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

1 2 3

C. DOCUMENTS

The student is able to keyboard and format the following:

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 1. Letters
a. Business
b. Personal
c. Form
d. Two page
e. With tables containing left tabs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Special Letter Features
a. Block style
b. Modified block style
c. Enclosure notations
d. Copy notations
e. Attention line
f. Subject line
g. Open punctuation
h. Mixed punctuation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Memorandums | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Simple Newsletters | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Manuscripts/reports
a. One page
b. Multiple page
c. Reports with footnotes
d. Title page | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Tabulated Columns | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Multiple-Page Documents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Bibliography/References | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Documents from a Variety of Original Formats:
a. Prepared copy
b. Rough draft
c. Handwritten copy
d. Unarranged materials
e. Revised copy
f. Copy with a standard proofreader's marks | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

SPECIFIC JOB COMPETENCIES

STUDENT COMPETENCY ACHIEVEMENT

Directions: Evaluate the student using the rating scale below and check the appropriate number to indicate the degree of competency achieved. The descriptions associated with each of the numbers focus on level of student performance for each of the tasks listed below.

RECOMMENDED VALUES

SKILL LEVEL 1 Has performed independently; may need additional training

SKILL LEVEL 2 Can complete job with limited supervision; additional training required

SKILL LEVEL 3 General information provided

1 2 3 INFORMATION PROCESSING II

A. BASIC PROFICIENCIES

In addition to the competencies for Information Processing I, the student is able to perform the following basic proficiencies:

- | | |
|--|--|
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 1. Demonstrate advanced word processing skills within a network environment |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 2. Prioritize work |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 3. Prepare documents in mailable form |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 4. Use machine transcription equipment |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 5. Define and use word processing concepts and terminology |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 6. Keyboard at 45 words per minute using appropriate technique |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 7. Practice appropriate behavior regarding copyright laws, care of equipment, and general safety |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 8. Demonstrate positive work habits |

1 2 3 B. ADVANCED WORD PROCESSING FUNCTIONS

The student is able to perform the following word processing functions:

- | | |
|--|---|
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 1. Fonts and Font Sizes |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 2. Thesaurus and Spell Check |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 3. Codes (embedded characters) |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 4. Advanced Macros |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 5. Tabs |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | a. Left |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | b. Decimal |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | c. Right |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | d. Center |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | e. Leader |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 6. Superscript and Subscript |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 7. Select (block) |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | a. Move |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | b. Copy |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | c. Format |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | d. Delete |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | e. Alignment |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 8. Advanced Document Assembly (bolterplate) |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 9. Tables |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 10. Text Merge |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 11. Graphics |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 12. Footnotes and Endnotes |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 13. Redline and Strikeout |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 14. Outlining |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 15. Cut and Paste |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 16. Print Preview |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 17. Parallel Columns |

1 2 3 C. DOCUMENTS

The student is able to keyboard and format the following:

- | | |
|--|---|
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 1. Letters |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | a. Business |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | b. Personal |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | c. Form |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | d. Multiple-page |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | e. With tables |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 2. Memorandums |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | a. Simple |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | b. Formal |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 3. Manuscripts/Reports |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | a. One-page |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | b. Multiple-page |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | c. Title page |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | d. Table of contents |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | e. Bibliography/references |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | f. Footnotes/endnotes |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | g. Graphics |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 4. Résumés |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 5. Newsletters/Bulletins |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 6. Outlines |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 7. Documents from a Variety of Original Formats |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | a. Prepared copy |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | b. Rough draft |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | c. Handwritten copy |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | d. Unarranged materials |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | e. Revised copy |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | f. Copy with standard proofreader's marks |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 8. Documents Created Using |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | a. Graphics |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | b. Math |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | c. Tables |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | d. Document assembly |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | e. Merging |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | f. Cut and paste |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | g. Newspaper columns |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | h. Parallel columns |

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Seattle Public Schools

VOCATIONAL/TECHNICAL EDUCATION DEPARTMENT

Information Processing I and II

SPECIFIC JOB COMPETENCIES

STUDENT COMPETENCY ACHIEVEMENT

Directions:

Evaluate the student using the rating scale below and check the appropriate number to indicate the degree of competency achieved. The descriptions associated with each of the numbers focus on level of student performance for each of the tasks listed below.

RECOMMENDED VALUES

SKILL LEVEL 1 Has performed independently; may need additional training

SKILL LEVEL 2 Can complete job with limited supervision; additional training required

SKILL LEVEL 3 General information provided

Major Competency Areas

1	2	3	
			<i>INFORMATION PROCESSING I</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A. BASIC PROFICIENCIES
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	B. WORD PROCESSING FUNCTIONS
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	C. DOCUMENTS
			<i>INFORMATION PROCESSING II</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A. BASIC PROFICIENCIES
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	B. ADVANCED WORD PROCESSING FUNCTIONS
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	C. DOCUMENTS

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Seattle Public Schools
Vocational/Technical Education in
partnership with the Seattle Community
Colleges and the Seattle business, labor, and
government community. Produced under
federal dissemination grant #V248A20032
from the U. S. Department of Education.

Seattle Public Schools
VOCATIONAL/TECHNICAL EDUCATION DEPARTMENT

Children/Parenting

Student Name _____
School _____
Date _____

Semesters Completed		
	FALL	SPRING
Grade 9		
Grade 10		
Grade 11		
Grade 12		

RELATED JOB SITE/WORK EXPERIENCE

Duration of Employment	Job Title	Employer	Supervisor's Name	Address of Employer	Phone	Number of Work Hours

SPECIFIC JOB COMPETENCIES

STUDENT COMPETENCY ACHIEVEMENT

Directions: Evaluate the student using the rating scale below and check the appropriate number to indicate the degree of competency achieved. The descriptions associated with each of the numbers focus on level of student performance for each of the tasks listed below.

RECOMMENDED VALUES

SKILL LEVEL 1 Has performed independently; may need additional training

SKILL LEVEL 2 Can complete job with limited supervision; additional training required

SKILL LEVEL 3 General information provided

CHILDREN & PARENTING				PARENTING/CAREGIVING				DEVELOPMENTAL STAGES			
1	2	3		1	2	3		1	2	3	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A. Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A. Explore Options For Interacting With Child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A. Describe Growth Patterns
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Explore attitudes toward children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Parent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Height and weight
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Identify benefits of studying children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Uncle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Proportion and posture
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Learn Rules for Classroom/Community/Preschool	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Teeth
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Senses
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CAREERS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	B. Evaluate Parenting Readiness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	B. Demonstrate Understanding of Coordination Development
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A. Explore Child Care Opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Financial stability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Motor skills
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Professional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Maturity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Dexterity
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Paraprofessional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Stable Relationship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Handedness
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Compare training and educational requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Identify job skills associated with Child Care Career opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Develop a resume of personal skills attained in the Child Development Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	C. Discuss Parenthood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	C. Show Knowledge of Development Stages
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	B. Interact with Children through Watching/Doing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. For	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Eating
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Observation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Against	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Sleeping
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Shadowing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Cultural influences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Dressing
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Volunteering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Toileting
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Visiting sites	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Apprenticeship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	D. Describe Stages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Babysitting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Pregnancy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	E. Demonstrate Understanding of Infant Care/Children's Needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Community Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Medical/Immunizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	F. Recognizing Parenting Styles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Autocratic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Permissive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>							

Seattle Public Schools VOCATIONAL/TECHNICAL EDUCATION DEPARTMENT

Children/Parenting

SPECIFIC JOB COMPETENCIES

STUDENT COMPETENCY ACHIEVEMENT

Directions:

Evaluate the student using the rating scale below and check the appropriate number to indicate the degree of competency achieved. The descriptions associated with each of the numbers focus on level of student performance for each of the tasks listed below.

RECOMMENDED VALUES

SKILL LEVEL 1 Has performed independently; may need additional training

SKILL LEVEL 2 Can complete job with limited supervision; additional training required

SKILL LEVEL 3 General information provided

Major Competency Areas

- | | | | |
|--------------------------|--------------------------|--------------------------|--|
| 1 | 2 | 3 | CHILDREN & PARENTING |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | CAREERS |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | HISTORICAL DEVELOPMENT |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | PARENTING/CAREGIVING |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | DEVELOPMENT STAGES: |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | PHYSICAL THERAPY |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | INTELLECTUAL DEVELOPMENT |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | SOCIAL DEVELOPMENT |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | EMOTIONAL DEVELOPMENT |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | OBSERVATION TECHNIQUES AND OPPORTUNITIES |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | CHILDREN'S RIGHTS & WELFARE |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | SAFETY/WEELLNESS |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | TOOLS-EQUIPMENT |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | LEADERSHIP/F.H.A. |

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Seattle Public Schools
TECHNICAL/PROFESSIONAL EDUCATION

Middle School

Student's Name _____

School _____

Date Entered _____ Date Left _____

Quarter Completed					
		1st	2nd	3rd	4th
Grade	6				
Grade	7				
Grade	8				

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Seattle Public Schools

TECHNICAL/PROFESSIONAL EDUCATION

Middle School Technology Education

X = Indicates Exposure

Grade 6 7 8				COMMUNICATIONS				Grade 6 7 8				POWER ENERGY TRANSPORTATION						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Sketching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Time Line	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Manual Drafting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Aviation/Rocketry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Computer Aided Drafting (CAD)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Electricity/Electronics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Print Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Hydraulics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Media Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Laser	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Grade 6 7 8				MATERIALS PROCESSING				Grade 6 7 8				CAREERS						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Metal	Plastic	Wood	Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Mechanical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Forming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Pneumatic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Separating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Robotics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Combining	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. Solar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Testing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Wind	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
												Grade 6 7 8						
												<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Exploration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>A. Communication</p> <p>Grade 6 7 8</p> <p>1. Sketching</p> <p>a. Lines <input type="checkbox"/></p> <p>b. Circles <input type="checkbox"/></p> <p>c. Arcs <input type="checkbox"/></p> <p>2. Manual Drafting</p> <p>a. Lettering <input type="checkbox"/></p> <p>b. Instruments <input type="checkbox"/></p> <p>c. Layout <input type="checkbox"/></p> <p>d. Single-View <input type="checkbox"/></p> <p>e. Multi-View <input type="checkbox"/></p> <p>f. Oblique <input type="checkbox"/></p> <p>g. Isometric <input type="checkbox"/></p> <p>h. Perspective <input type="checkbox"/></p> <p>3. Computer Aided Drafting</p> <p>a. CAD Draw <input type="checkbox"/></p> <p>b. CAD/CAM <input type="checkbox"/></p> <p>c. Draw Plus <input type="checkbox"/></p> <p>d. Paint Plus <input type="checkbox"/></p> <p>4. Print Communication</p> <p>a. Text processing <input type="checkbox"/></p> <p>b. Word processing <input type="checkbox"/></p> <p>c. Printer/Plotter <input type="checkbox"/></p> <p>d. Desktop Publishing <input type="checkbox"/></p> <p>e. Desktop Publishing <input type="checkbox"/></p> <p>f. Print shop <input type="checkbox"/></p> <p>g. Image processing <input type="checkbox"/></p> <p>h. Photography <input type="checkbox"/></p> <p>i. Graphics <input type="checkbox"/></p> <p>5. Media Communications</p> <p>a. TV/VCR <input type="checkbox"/></p> <p>b. Camcorder <input type="checkbox"/></p> <p>c. Still video <input type="checkbox"/></p>	<p>B. Material Processing</p> <p>Grade 6 7 8</p> <p>1. Forming:</p> <p>a. Casting <input type="checkbox"/></p> <p>b. Forging <input type="checkbox"/></p> <p>c. Pressing <input type="checkbox"/></p> <p>2. Separating:</p> <p>a. Cutting <input type="checkbox"/></p> <p>b. Shaping <input type="checkbox"/></p> <p>c. Drilling <input type="checkbox"/></p> <p>d. Filing <input type="checkbox"/></p> <p>e. Sanding <input type="checkbox"/></p> <p>f. Polishing <input type="checkbox"/></p> <p>3. Combining</p> <p>a. Fasteners <input type="checkbox"/></p> <p>b. Adhesives <input type="checkbox"/></p> <p>c. Welding (gas) <input type="checkbox"/></p> <p>d. Welding (electric) <input type="checkbox"/></p> <p>e. Finish <input type="checkbox"/></p> <p>4. Testing (technology learning activity)</p> <p>a. Research <input type="checkbox"/></p> <p>b. Development <input type="checkbox"/></p> <p>C. Power Energy and Transportation</p> <p>Grade 6 7 8</p> <p>1. Time Line</p> <p>a. Past <input type="checkbox"/></p> <p>b. Present <input type="checkbox"/></p> <p>c. Future <input type="checkbox"/></p> <p>d. Teacher Learning Unit <input type="checkbox"/></p> <p>2. Aviation/Rocketry</p> <p>a. Flight Simulation <input type="checkbox"/></p> <p>b. Model/Mock-up <input type="checkbox"/></p> <p>c. Test Flight <input type="checkbox"/></p> <p>d. Teacher Learning Unit <input type="checkbox"/></p>	<p>Grade 6 7 8</p> <p>3. Electricity/Electronics</p> <p>a. AC - Alternating Current <input type="checkbox"/></p> <p>b. DC - Direct Current <input type="checkbox"/></p> <p>c. Circuit boards <input type="checkbox"/></p> <p>d. Trainer Unit <input type="checkbox"/></p> <p>e. Teacher Learning Unit <input type="checkbox"/></p> <p>4. Hydraulics</p> <p>a. Trainer Unit <input type="checkbox"/></p> <p>b. Teacher Learning Unit <input type="checkbox"/></p> <p>5. Pneumatics</p> <p>a. Trainer Unit <input type="checkbox"/></p> <p>b. Teacher Learning Unit <input type="checkbox"/></p> <p>6. Mechanical</p> <p>a. Trainer Unit <input type="checkbox"/></p> <p>b. Teacher Learning Unit <input type="checkbox"/></p> <p>7. Laser</p> <p>a. Trainer Unit <input type="checkbox"/></p> <p>b. Teacher Learning Unit <input type="checkbox"/></p> <p>8. Robotics</p> <p>a. Lego/Logo <input type="checkbox"/></p> <p>b. Amatron <input type="checkbox"/></p> <p>c. Teacher Learning Unit <input type="checkbox"/></p> <p>9. Solar</p> <p>a. Trainer Unit <input type="checkbox"/></p> <p>b. Teacher Learning Unit <input type="checkbox"/></p> <p>10. Wind</p> <p>a. Teacher Learning Unit <input type="checkbox"/></p> <p>D. Careers</p> <p>Grade 6 7 8</p> <p>1. Job - O <input type="checkbox"/></p> <p>2. Job applications <input type="checkbox"/></p> <p>3. Job interview <input type="checkbox"/></p> <p>4. Resume <input type="checkbox"/></p> <p>5. Teacher Learning Unit <input type="checkbox"/></p>
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7.

GRADES
6 7 8

C. Power Energy and Transportation

1. Time Line
 - a. Past
 - b. Present
 - c. Future
 - d. Teacher Learning Unit
 2. Aviation/Rocketry
 - a. Flight Simulation
 - b. Model/Mock-up
 - c. Test Flight
 - d. Teacher Learning Unit
 3. Electricity/Electronics
 - a. AC - Alternating Current
 - b. DC - Direct Current
 - c. Circuit boards
 - d. Trainer Unit
 - e. Teacher Learning Unit
 4. Hydraulics
 - a. Trainer Unit
 - b. Teacher Learning Unit
 5. Pneumatics
 - a. Trainer Unit
 - b. Teacher Learning Unit
 6. Mechanical
 - a. Trainer Unit
 - b. Teacher Learning Unit
 7. Laser
 - a. Trainer Unit
 - b. Teacher Learning Unit
 8. Robotics
 - a. Lego/Logo
 - b. Armatron
 - c. Teacher Learning Unit

D. Careers

- ☐ ☐ ☐ 9. Solar
☐ ☐ ☐ a. Trainer Unit
☐ ☐ ☐ b. Teacher Learning Unit
- ☐ ☐ ☐ 10. Wind
☐ ☐ ☐ a. Teacher Learning Unit
- D. Careers***
- ☐ ☐ ☐ 1. Job - O
☐ ☐ ☐ 2. Job applications
☐ ☐ ☐ 3. Job interview
☐ ☐ ☐ 4. Resume
☐ ☐ ☐ 5. Teacher Learning Unit

Seattle Public Schools
TECHNICAL/PROFESSIONAL EDUCATION

Middle School Technology Education

X = Indicates Exposure

GRADE							
6	7	8					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	COMMUNICATIONS				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Sketching				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Manual Drafting				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Computer Aided Drafting (CAD)				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Print Communication				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Media Communication				
			MATERIALS PROCESSING				
				Metal	Plastic	Wood	Other
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Forming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Separating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Combining	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Testing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			POWER ENERGY TRANSPORTATION				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Time Line				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Aviation/Rocketry				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Electricity/Electronics				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Hydraulics				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Laser				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Mechanical				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Pneumatic				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Robotics				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. Solar				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Wind				
			CAREERS				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Exploration				

Seattle Public Schools VOCATIONAL/TECHNICAL EDUCATION DEPARTMENT

F.E.A.S.T.

(Food Education and Service Training)

Student Name _____
School _____
Date _____

Semesters Completed		
	FALL	SPRING
Grade 9		
Grade 10		
Grade 11		
Grade 12		

RELATED JOB SITE/WORK EXPERIENCE

Duration of Employment	Job Title	Employer	Supervisor's Name	Address of Employer	Phone	Number of Work Hours

SPECIFIC JOB COMPETENCIES

STUDENT COMPETENCY ACHIEVEMENT

Directions: Evaluate the student using the rating scale below and check the appropriate number to indicate the degree of competency achieved. The descriptions associated with each of the numbers focus on level of student performance for each of the tasks listed below.

RECOMMENDED VALUES

SKILL LEVEL 1 Has performed independently; may need additional training

SKILL LEVEL 2 Can complete job with limited supervision; additional training required

SKILL LEVEL 3 General information provided

1	2	3	A. JOB PREPARATION AND VOCATIONAL DECISIONS	1	2	3	C. SANITATION AND SAFETY	1	2	3	E. CATERING PRODUCTION	1	2	3	G. CUSTOMER SERVICE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Compare career opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Follows correct sanitation and safety procedure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Prepares a variety of hot and cold hors d'oeuvres	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Demonstrates effective hosting and cashing skills
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Assess personal job skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Utilizes correct food storage methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Prepares a variety of relishes, canapés, and garnishes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Demonstrates effective table service skills
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Identify job finding resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Maintains business standards for personal hygiene	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Prepares various fruit, vegetables, meat, cheese, and dessert presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Demonstrates customer relation skills
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Complete employment application	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Identifies and corrects hazardous kitchen conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Practice interviewing techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Can perform basic first aid and emergency procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Demonstrate critical thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Use the planning process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Demonstrate cooperative learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. Show positive work habits and abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	B. FOOD PRODUCTION TECHNIQUES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	D. FAST FOOD PRODUCTION	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	F. QUANTITY FOOD PRODUCTION	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	H. BAKERY FOOD PRODUCTION
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Uses proper weighing and measuring techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Prepares hot and cold sandwiches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Prepare a variety of meats using correct methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Prepares a variety of cookies correctly
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Follows and converts recipes accurately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Prepares hot and cold beverages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Prepare poultry using correct methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Prepares a variety of pies, pastries and toppings
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Calculates recipe costs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Organize, use, and maintain grill station	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Prepare seafood using correct methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Prepares a variety of cakes and frostings
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Uses correct cooking and menu terms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Organize, use, and maintain fry station	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Prepare fruits and vegetables using correct methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Prepares a variety of quick breads
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Demonstrate Mise en Place, Everything Ready	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Prepare egg and dairy product dishes correctly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Prepares a variety of yeast breads
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Prepares menu item prototypes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Prepare pasta, rice, potato and cereal dishes correctly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Utilizes assembly line production techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Prepare soups, stocks and sauces correctly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Uses and maintains standard and commercial equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Prepare a variety of salads and dressings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. Use seasonings and flavorings with judgement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Seattle Public Schools VOCATIONAL/TECHNICAL EDUCATION DEPARTMENT

F.E.A.S.T.

(Food Education and Service Training)

SPECIFIC JOB COMPETENCIES

STUDENT COMPETENCY ACHIEVEMENT

Directions:

Evaluate the student using the rating scale below and check the appropriate number to indicate the degree of competency achieved. The descriptions associated with each of the numbers focus on level of student performance for each of the tasks listed below.

RECOMMENDED VALUES

SKILL LEVEL 1 Has performed independently; may need additional training

SKILL LEVEL 2 Can complete job with limited supervision; additional training required

SKILL LEVEL 3 General information provided

Produced by:

Seattle Public Schools
Vocational/ Technical Education in
partnership with the Seattle Community
Colleges and the Seattle business, labor, and
government community. Produced under
federal dissemination grant #V248A20032
from the U. S. Department of Education.

Major Competency Areas

1 2 3	JOB PREPARATION & VOCATIONAL DECISIONS
0 0 0	FOOD PRODUCTION TECHNIQUES
0 0 0	SANITATION AND SAFETY
0 0 0	FAST FOOD PRODUCTION
0 0 0	CATERING PRODUCTION
0 0 0	QUANTITY FOOD PRODUCTION
0 0 0	CUSTOMER SERVICE
0 0 0	BAKERY FOOD PRODUCTION

Seattle Public Schools VOCATIONAL/TECHNICAL EDUCATION DEPARTMENT

Drafting

Student's Name _____

School _____

Date _____

Semesters Completed

		FALL	SPRING
Grade	9		
Grade	10		
Grade	11		
Grade	12		

Produced by:

Seattle Public Schools
Vocational/Technical Education in
partnership with the Seattle Community
Colleges and the Seattle business, labor, and
government community. Produced under
federal dissemination grant #V248A20032
from the U. S. Department of Education.

RELATED JOB SITE/WORK EXPERIENCE

Duration of Employment	Job Title	Employer	Supervisor's Name	Address of Employer	Phone	Number of Work Hours

Seattle Public Schools VOCATIONAL/TECHNICAL EDUCATION DEPARTMENT

Drafting

SPECIFIC JOB COMPETENCIES

STUDENT COMPETENCY ACHIEVEMENT

Directions: Evaluate the student using the rating scale below and check the appropriate number to indicate the degree of competency achieved. The descriptions associated with each of the numbers focus on level of student performance for each of the tasks listed below.

RECOMMENDED VALUES

SKILL LEVEL 1 General information provided

SKILL LEVEL 2 Can complete job with limited supervision; additional training required

SKILL LEVEL 3 Has performed independently; may need additional training

Major Competency Areas

- | | |
|---|--|
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ^{1 2 3} | A. Occupational Awareness |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | B. General Safety |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | C. Basic Drafting and Equipment |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | D. Line Work |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | E. Drawing Material, Size and Format |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | F. Lettering |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | G. Measurements |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | H. Sketching Techniques |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | I. Geometric Construction |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | J. Orthographic Projection: 3rd Angle |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | K. Principles of Dimensions and Tolerancing |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | L. Auxiliary Views |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | M. Descriptive Geometry |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | N. Section Views, Remove Views, and Details |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | O. Inking Techniques |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | P. Isometric |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | Q. Oblique |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | R. Perspective |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | S. Developments |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | T. Computer-Aided Drafting |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | U. Career Opportunities |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | V. Leadership Abilities |

Tech-Prep Program - CAD for Industrial Applications

School: _____

F I L L E	EDR 151 12.5 Community College Credits	F R S H	J R	S R / C	P F U I L L E	EDR 151 (Cont.) 12.5 Community College Credits	F R S H	J R	S R / C	P F U I L L E	EDR 151 (Cont.) 12.5 Community College Credits	F R S H	J R	S R / C
	UNWORK: Application Standard													
	1. Recognition of line types					2D DRAFTING (one view)					DESCRIPTIVE GEOMETRY			
	2. Application of line types					1. Layout, presentation and balance					1. Terminology			
						2. Accuracy, drawing precision within .05 inch					2. True length of a line			
						3. Mastery: time and information management for document production					3. Line as a point			
	LETTERING										4. True length of two lines			
	1. Generation of single stroke, vertical capital, gothic (standard style)					BEGINNING ORTHOGRAPHIC PROJECTION					5. Shortest distance between two lines			
	2. Knowledge of spacing and letter height requirements					1. Terminology					6. True angle			
						2. 6-view model					7. True size and shape of a plane			
	EQUIPMENT USAGE					3. Projection technique					8. Plane as an edge			
	1. Competent use of standard, manual drafting tools					4. Basic drawing format, part views, multi-views, and dimensions					9. Compound auxiliary view			
	2. Proper storage care, cleaning and maintenance of all tools and equipment													
	DOCUMENTATION					DRAFTING FOR INTERNATIONAL STANDARDS					BEGINNING DIMENSIONING			
	1. Interpretation and generation of standardized formats					1. First vs. third angle projection					1. Datum concept (datum frame)			
	2. Maintenance of drawing after release for production					2. Projection symbols					2. Baseline dimensioning (datum)			
	3. Incorporation of document changes					3. Metric notice					3. Holes/special features			
						4. Metric title block					4. Standard presentation			
						5. Dual dimensioning								
	MEASUREMENTS					6. Conversion of English to S.I.					ENGINEERING COMMUNICATION			
	1. Decimal inch					AUXILIARY VIEW (simple)					1. Conversational sketching for basic understanding of part geometry			
	2. Millimeters in decimal expression										a. Orthographic			
	3. Conversion of fractions to decimal inch					BEGINNING SECTIONS					b. Isometric			
	4. Angular measurements in degrees					1. Hatching (cross-hatching)					c. Oblique			
	5. Drawing scale, enlargement, full scale, reduction					2. Cutting planes					d. And/or perspective			
	2D GEOMETRY					3. Entitlements (cutting plane indicators)								
	1. Terminology: perpendicularity, parallelism, angularity, circularity, tangent, arcs, etc.					4. Full sections					CHARTS & GRAPHS			
	2. Simple geometric construction circles, angles, polygons, etc.					5. Broken out sections (partial)					1. Time management			
						6. Offset					2. Milestone charting			

Name: _____

Seattle Public Schools/North Seattle Community College

Tech-Prep Program - CAD for Industrial Application

School: _____

[illegible]

P U B L I C	F I L E	EDR 152 12.5 Community College Credits ADVANCE MECHANICAL DRAWING (Cont.)	F S H	S O P	J H	S R	M
		3. DIMENSIONS & TOLERANCING					
		1. Critical or feature dimensioning					
		2. Diametrical Dimensioning					
		3. Rectangular coordinate dimensioning					
		4. Tabular dimensioning					
		5. Rectangular coordinate tolerancing.					
		6. Limits (upper and lower limit)					
		7. Tolerances expressed as MAX, REF					
		8. Cylindrical fits and applications (ln, en, rc)					
		9. Vendor catalog tolerances.					
		10. Process tolerances IE plating, hardness, machine finish, of stock					
		11. Geometric positional dimensioning and tol.					
		a. Symbolology					
		b. basic understanding					
		MECHANICAL FASTENERS					
		1. Terminology (machine screw threads head types)					
		2. Research (utilizing catalogs)					
		3. Application and standard symbolology					
		PARTS ASSEMBLY					
		1. Orthographic assembly					
		2. Isometric assembly					
		3. Exploded assembly					
		4. Inseparable assembly (weldment, riveted, bonded, etc.)					
		5. Parts listing					
		6. Parts identification					

[illegible]

Seattle Public Schools

VOCATIONAL/TECHNICAL EDUCATION DEPARTMENT

Television

Student's Name _____

School _____

Date _____

Semesters Completed

		FALL	SPRING
Grade	9		
Grade	10		
Grade	11		
Grade	12		

Produced by:

Seattle Public Schools
 Vocational/Technical Education in
 partnership with the Seattle Community
 Colleges and the Seattle business, labor, and
 government community. Produced under
 federal dissemination grant #V248A20032
 from the U. S. Department of Education.

RELATED JOB SITE/WORK EXPERIENCE

Duration of Employment	Job Title	Employer	Supervisor's Name	Address of Employer	Phone	Number of Work Hours

SPECIFIC JOB COMPETENCIES

STUDENT COMPETENCY ACHIEVEMENT

Directions:

Evaluate the student using the rating scale below and check the appropriate number to indicate the degree of competency achieved.
The descriptions associated with each of the numbers focus on level of student performance for each of the tasks listed below.

RECOMMENDED VALUES

SKILL LEVEL 1 General information provided

SKILL LEVEL 2 Can complete job with limited supervision; additional training required

SKILL LEVEL 3 Has performed independently; may need additional training

1	2	3		1	2	3		1	2	3	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I. Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	III. Production/Related	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	D. Video Recorders
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A. Introduction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A. Production jobs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Operate video recorder/players
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Identify TV industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Perform as producer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Describe and utilize various video recorder for mates
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Describe impact of TV industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Perform as director	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Change recorder batteries
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Identify related jobs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Perform as unit manager	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Charge video batteries
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Perform as technical director	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Set audio levels
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Perform as sound engineer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Conduct audio tests
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	B. Safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Perform as graphic person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Describe and utilize dubbing process
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Safe practice of operations and standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Perform as VCR operator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Describe and utilize multi-pin connectors
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Identify typical safety hazards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Perform as video engineer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. Describe and utilize line connectors
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Parental approval (Safety Slip)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. Perform as editor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Describe and utilize RF connectors
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Emergency notification information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Perform as floor director/manager	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11. Describe and perform maintenance procedures
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11. Perform as gaffer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12. Clean video heads and tape paths
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12. Perform as camera operator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13. Inspect and evaluate video tape stock
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	II Pre Production/Related	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13. Perform as talent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14. Describe and utilize AC to DC power adapters/chargers
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A. Production Planning/Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15. Describe and utilize tracking control
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Selection of appropriate topics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16. Monitor and troubleshoot recorder/player performance
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Production needs/equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	B. Video Cameras	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Production needs/personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Describe evolution of TV cameras	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	18. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Budgets & expenses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Identify: Consumer, Industrial, & Broadcast cameras	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	E. Audio/Microphones
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Location selection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Identify camera parts systems and features	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Describe theory of sound
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Develop production outline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Set up camera for studio production	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Identify and utilize: Lavalier, shotgun, handheld mics
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Write broadcast copy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Set up camera for EFP/ENG production	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Describe and utilize wireless microphones
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Describe, develop & utilize shooting scripts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Make typical camera adjustments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Identify Hi and Lo Z microphones
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. Develop & utilize storyboards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Operate camera	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Make common microphone connections
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Use appropriate production script terminology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Mount camera	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Identify and utilize typical microphone adapters
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11. Computer/word processing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. Correctly use related terminology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Operate a boom microphone
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	B. Graphic Production	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Perform a Pan camera move	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Set up and operate a Fish Pole
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Relate graphic theory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11. Perform a Tilt camera move	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. Identify and utilize dynamic microphones
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Hand build graphics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12. Perform a Zoom camera move	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Identify and utilize condenser microphones
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Operate typical titler	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13. Perform a Boom camera move	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11. Describe omni pick-up patterns
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Generate computer graphics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14. Perform typical Dolly related camera moves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12. Describe cardioid pick-up patterns
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Generate computer animation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15. Maintain a video camera	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13. Select mics as to pick-up patterns
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16. Troubleshoot a video camera	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14. Identify 60 cycle hum
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15. Troubleshoot microphone performance
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	C. Stagecraft	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	18. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16. Monitor sound
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Identify and utilize aspect ratio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	C. Composition/Frame & Shots	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17. Describe and record Ambient sound
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Read & utilize plans, plots & working drawings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Describe TV Aspect Ratio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	18. Identify and use audio mixers
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Design & construct sets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Describe and utilize the Rule of Thirds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	19. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Utilize basic construction hand & power tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Storyboard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Utilize basic set construction materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Describe and select typical shots	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Utilize basic set construction techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Frame for leading room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Seattle Public Schools VOCATIONAL/TECHNICAL EDUCATION DEPARTMENT

Television

SPECIFIC JOB COMPETENCIES

STUDENT COMPETENCY ACHIEVEMENT

Directions: Evaluate the student using the rating scale below and check the appropriate number to indicate the degree of competency achieved.
The descriptions associated with each of the numbers focus on level of student performance for each of the tasks listed below.

RECOMMENDED VALUES

SKILL LEVEL 1 General information provided

SKILL LEVEL 2 Can complete job with limited supervision; additional training required

SKILL LEVEL 3 Has performed independently; may need additional training

Major Competency Areas

- | 1 | 2 | 3 | |
|--------------------------|--------------------------|--------------------------|------------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I. ORIENTATION |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A. Introduction |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | B. Safety |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | II. PRE-PRODUCTION RELATED |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A. Production Planning Development |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | B. Graphic Production |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | C. Stagecraft |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | III. PRODUCTION RELATED |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A. Production Jobs |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | B. Video Cameras |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | C. Composition/Frame and Shots |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | D. Video Recorders |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | E. Audio/Microphones |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | F. Light and Grafting |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | IV. POST PRODUCTION |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A. Editing |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | B. Audio Mixing |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | C. Special Effects Generators |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | V. OTHER |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A. Video Distribution systems |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | VI. CAREER PATHS |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | VII. LEADERSHIP ABILITIES |

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62

Seattle Public Schools

VOCATIONAL/TECHNICAL EDUCATION DEPARTMENT

Radio

Student's Name _____

School _____

Date _____

Semesters Completed		
	FALL	SPRING
Grade 9		
Grade 10		
Grade 11		
Grade 12		

Produced by:

Seattle Public Schools
 Vocational/Technical Education in
 partnership with the Seattle Community
 Colleges and the Seattle business, labor, and
 government community. Produced under
 federal dissemination grant #V248A20032
 from the U. S. Department of Education.

RELATED JOB SITE/WORK EXPERIENCE

Duration of Employment	Job Title	Employer	Supervisor's Name	Address of Employer	Phone	Number of Work Hours

SPECIFIC JOB COMPETENCIES

STUDENT COMPETENCY ACHIEVEMENT

Directions: Evaluate the student using the rating scale below and check the appropriate number to indicate the degree of competency achieved. The descriptions associated with each of the numbers focus on level of student performance for each of the tasks listed below.

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SKILL LEVEL 1 General information provided

SKILL LEVEL 2 Can complete job with limited supervision; additional training required

SKILL LEVEL 3 Has performed independently; may need additional training

1	2	3		1	2	3		1	2	3	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	RADIO	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ADVANCED RADIO	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	II. Radio Operation
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I. Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I. Radio Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A. Studio "A"
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A. Introduction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A. Introduction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Read, follow and sign Announcer's log
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Course syllabus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Prerequisite introduction to Radio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Read, follow and sign Operator's log
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. History of KNHC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Read handbook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Log remote control per meter readings
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Tour of KNHC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Sign guidelines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Check for alarms
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Unit test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. FCC license	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Follow sound clock hour
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Follow daily activity schedule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Sound station I.D.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Syllabus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Follow music plot sheets
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	B. Safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Send/receive EBS Tests & log
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. General shop safety quiz	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	B. Job Stations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. Pull next hour's music
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Unit test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Traffic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Locate FCC licenses
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. News	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11. Locate EBS manual
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Studio "A"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12. Locate and know monitor meter
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	C. Hand Tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Studio "B"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13. Locate Public File
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Clean and lubricate hand tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Studio "C"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14. Announcer heads
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Use a cutting/crimping tool	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Maintenance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15. Understand transmitter remote system
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Adjust wire strippers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Network	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16. Clean work area
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Use a knockout punch	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Scripting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17. Adhere to FCC laws
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Use a solder gun	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. Continuity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	18. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Unit test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Office management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	19. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	II. History of Radio/TV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	C. Equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	B. On-Air Skills
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A. Government vs. Private	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Reel to reel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Operate on-air live broadcast
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Government	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Cartridge machines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Operate console
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Mix governments private	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. C.D. player	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Operate cassette deck
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Private	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Cassette Deck	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Operate turntables
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Unit Test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Turntable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Operate reel-to-reel record/play decks
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Microphones	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Operate cartridge machines
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Bulk eraser	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Operate C.D. player
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	B. Broadcasting in America	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Splice finder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Record/playback network news
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Historical people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. Appropriate dialogue/microphone
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Historical events of broadcasting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Microphone technique
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Government rules and regulations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	D. Production	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11. Record & air telephone calls
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Development of AM radio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Script writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12. Live remote broadcast
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Development of FM radio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Voice PA/PSAs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Development of television	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Edit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14. _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Unit Test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Label and time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Turn in production	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Review critique	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	C. Classroom Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Workstations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Camera Operation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. News writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Voice News A in check tape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Write PSA (blind)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Unit test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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III. Production

A. News

1. Script newscast
2. Rehearse news
3. Voice news
4. Aircheck
5. Critique newscast
6. _____
7. _____

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B. PA's/PSAs

1. Script PA/PSA
2. Edit
3. Record on reel-to-reel
4. Duplicate
5. Cart/Production
6. Label
7. Turn in production
8. Review critique
9. _____
10. _____

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C. Network

1. Types & names of programming
2. Types of programming
3. Cart, duplicate, label, log programs
4. Load tapes in Studio "A" and set console level
5. _____
6. _____

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D. Traffic

1. Generate Announcer Log
2. Know log abbreviations
3. Enter programs
4. Print
5. Sign log
6. _____
7. _____

E. Engineering

1. General station clean-up
2. Clean heads
3. Demagnetize heads
4. Clean roller wheels on cartridge machines
5. _____
6. _____

IV. Marketing

A. Sales

1. Video handbook
2. Develop sales/promotional package
3. Compare local formats
4. Evaluate formats
5. Understand rating services
6. _____
7. _____

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V. Leadership

A. Director Positions

1. Station Manager
2. Program Director
3. Operations Manager
4. Music Director
5. News Director
6. Sports Director
7. Continuity Director
8. Network Director
9. Traffic Director
10. Public Affairs Director
11. Public Relations Director
12. Engineering Director
13. _____
14. _____

B. Careers

1. Shadow broadcast positions
2. Internship local stations
3. Write Resume
4. Complete job applications
5. Develop aircheck tapes
6. Research employment opportunities
7. Letter of recommendation
8. Visit local stations
9. _____
10. _____

C. Extraordinary Activities

1. After school shift
2. Lunch shift
3. Saturday shift
4. Sunday shift
5. Holiday shift
6. Remote broadcast
7. _____
8. _____

Seattle Public Schools VOCATIONAL/TECHNICAL EDUCATION DEPARTMENT

Radio

SPECIFIC JOB COMPETENCIES

STUDENT COMPETENCY ACHIEVEMENT

Directions:

Evaluate the student using the rating scale below and check the appropriate number to indicate the degree of competency achieved.
The descriptions associated with each of the numbers focus on level of student performance for each of the tasks listed below.

RECOMMENDED VALUES

SKILL LEVEL 1 General information provided

SKILL LEVEL 2 Can complete job with limited supervision; additional training required

SKILL LEVEL 3 Has performed independently; may need additional training

Major Competency Areas

1 2 3 **RADIO**

☐ ☐ ☐ **I. ORIENTATION**
☐ ☐ ☐ A. Introduction
☐ ☐ ☐ B. Safety
☐ ☐ ☐ C. Hand tools

☐ ☐ ☐ **II. HISTORY OF RADIO/TV**
☐ ☐ ☐ A. Government vs Private
☐ ☐ ☐ B. Broadcasting in America
☐ ☐ ☐ C. Classroom Activities

☐ ☐ ☐ **ADVANCED RADIO**

☐ ☐ ☐ **I. RADIO ORIENTATION**
☐ ☐ ☐ A. Introduction
☐ ☐ ☐ B. Job Stations
☐ ☐ ☐ C. Equipment
☐ ☐ ☐ D. Production

☐ ☐ ☐ **II. RADIO OPERATION**
☐ ☐ ☐ A. Studio "A"
☐ ☐ ☐ B. On-Air Skills

☐ ☐ ☐ **III. PRODUCTION**
☐ ☐ ☐ A. News
☐ ☐ ☐ B. PAs/PSAs
☐ ☐ ☐ C. Network
☐ ☐ ☐ D. Traffic
☐ ☐ ☐ E. Engineering

☐ ☐ ☐ **IV. MARKETING**
☐ ☐ ☐ A. Sales

☐ ☐ ☐ **V. LEADERSHIP**
☐ ☐ ☐ A. Director Positions
☐ ☐ ☐ B. Careers
☐ ☐ ☐ C. Extraordinary Activities

Seattle Public Schools
VOCATIONAL/TECHNICAL EDUCATION DEPARTMENT
Horticulture

Student's Name _____

School _____

Date _____

Semesters Completed		
	FALL	SPRING
Grade 9		
Grade 10		
Grade 11		
Grade 12		

Produced by:

Seattle Public Schools
 Vocational/Technical Education in
 partnership with the Seattle Community
 Colleges and the Seattle business, labor, and
 government community. Produced under
 federal dissemination grant #V248A20032
 from the U. S. Department of Education.

RELATED JOB SITE/WORK EXPERIENCE

Duration of Employment	Job Title	Employer	Supervisor's Name	Address of Employer	Phone	Number of Work Hours

SPECIFIC JOB COMPETENCIES

STUDENT COMPETENCY ACHIEVEMENT

Directions: Evaluate the student using the rating scale below and check the appropriate number to indicate the degree of competency achieved. The descriptions associated with each of the numbers focus on level of student performance for each of the tasks listed below.

RECOMMENDED VALUES

SKILL LEVEL 1 General information provided

SKILL LEVEL 2 Can complete job with limited supervision; additional training required

SKILL LEVEL 3 Has performed independently; may need additional training

<p>1 2 3</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>A. Plant Care - Greenhouse Student Occupational Experience Project</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1. Plants receive proper amounts of water</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 2. Plants receive proper amounts of fertilizer</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 3. Plants kept well groomed</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 4. Plants of high quality at turn-in for credit</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5. No evidence of wilting during project</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 6. No evidence of root rot</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 7. Insect pests controlled at the basic level</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 8. Demonstrated safe use of fertilizers and pesticides</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 9. _____</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 10. _____</p>	<p>1 2 3</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>E. Plant Identification</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1. Knowledge of plant characteristics</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 2. Indoor plants</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 3. Bedding plants</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 4. Trees of Washington</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5. Native herbaceous and shrubs</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 6. Wetland plants</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 7. Ornamental trees and shrubs</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 8. Local weeds</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 9. _____</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 10. _____</p>	<p>1 2 3</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>K. Plant Sales</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1. Use of cash register</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 2. Sales to public</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 3. Product display</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 4. Produce knowledge</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5. Selling techniques</p>
<p>1 2 3</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>B. Plant Study</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1. Plant growth and development</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 2. Plant propagation</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 3. Soils and fertilizer</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 4. Water, temperature, light and plant growth</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5. Soil testing for pH, soluble salts, and texture</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 6. Interior Plant Care:</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> a. Diagnosing Interior Plant Environmental Problems</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> b. Diagnosing Interior Plant Pests and Disease</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 7. _____</p>	<p>1 2 3</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>F. Computer proficiency (may be rated by other teachers)</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1. Word processing</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 2. Label making</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 3. Inventory</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 4. _____</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5. _____</p>	<p>1 2 3</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>L. Floristry</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1. Material and equipment identification</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 2. Prepared florist bow(s):</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 3. Prepared boutonniere(s):</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 4. Prepared corsage(s):</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5. Prepared a basic arrangement(s):</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 6. _____</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 7. _____</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 8. _____</p>
<p>1 2 3</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>C. Work Attitudes</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1. Completed required horticultural maintenance activities</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 2. Working</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 3. Crew chief leadership, number of times?</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 4. _____</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5. _____</p>	<p>1 2 3</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>G. Community Service Projects</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1. _____ Hrs. _____ Date _____</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 2. _____ Hrs. _____ Date _____</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 3. _____ Hrs. _____ Date _____</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 4. _____ Hrs. _____ Date _____</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5. _____ Hrs. _____ Date _____</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 6. _____ Hrs. _____ Date _____</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 7. _____ Hrs. _____ Date _____</p>	<p>1 2 3</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>M. Leadership/FFA</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1. Became a working member:</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Date _____</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 2. Officer:</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Date _____</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 3. Member of judging team</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Date _____</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 4. In school SOE project</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Date _____</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5. Home project</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Date _____</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 6. Worked on BOAC project</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Date _____</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 7. _____</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 8. _____</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 9. _____</p>
<p>1 2 3</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>D. Demonstrated proficiency and safe use of:</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1. Tractor with front loader</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 2. Tractor with scraper</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 3. Tractor with mower</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 4. Tractor with rototiller</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5. Rotary lawn mower</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 6. Reel-type mower</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 7. Rotary lawn edger</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 8. String trimmer</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 9. Walk behind rototiller</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 10. Sidewalk blower</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 11. Basic garden hand tools</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 12. _____</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 13. _____</p>	<p>1 2 3</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>H. Awards</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1. _____ Date _____</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 2. _____ Date _____</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 3. _____ Date _____</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 4. _____ Date _____</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5. _____ Date _____</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 6. _____ Date _____</p>	<p>1 2 3</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>N. Job Hunt</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1. Prepared resume</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 2. Prepared work application</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 3. Employer interview</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 4. Found work:</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5. Viewed careers videos</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 6. Applied for scholarship</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Date _____</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 7. Applied for post high school training</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Date _____</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 8. Applied for Tech-Prep credit at Seattle Community college</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Date _____</p>
<p>1 2 3</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>I. Specialty Areas</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1. Basic electrical</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 2. Special plant propagation</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 3. Special project: _____</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 4. _____</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5. _____</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 6. _____</p>	<p>1 2 3</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>J. Gardening</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1. Vegetable garden</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 2. Container gardens</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 3. Indoor gardens</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 4. Greenhouse gardening</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5. Safe use of pesticides</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 6. Insect and disease control</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 7. _____</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 8. _____</p>	

O. Landscape Maintenance and Construction

1. Tools identification and use
2. Landscape materials identification and use
3. Pruning
4. Irrigation system design and maintenance
5. Planting
6. Safe use of pesticides
7. _____
8. _____
9. _____

P. Landscape Design

1. Design principles
2. Landscape plan
3. Estimating
4. Selection of plant material
5. _____
6. _____
7. _____

Q. Turf

1. Materials and equipment identification
2. Soils - problems and solutions
3. Disease and pests
4. Irrigation systems
5. Weed control
6. Mowing, edging and trimming
7. Aeration
8. Planting
9. Renovation
10. Pesticide safety

Seattle Public Schools
VOCATIONAL/TECHNICAL EDUCATION DEPARTMENT
Horticulture

SPECIFIC JOB COMPETENCIES

STUDENT COMPETENCY ACHIEVEMENT

Directions: Evaluate the student using the rating scale below and check the appropriate number to indicate the degree of competency achieved.
The descriptions associated with each of the numbers focus on level of student performance for each of the tasks listed below.

RECOMMENDED VALUES

SKILL LEVEL 1 General information provided

SKILL LEVEL 2 Can complete job with limited supervision; additional training required

SKILL LEVEL 3 Has performed independently; may need additional training

Major Competency Areas

- 1 2 3
- ☐ ☐ ☐ A. Plant Care
 - ☐ ☐ ☐ B. Plant Study
 - ☐ ☐ ☐ C. Work Attitudes
 - ☐ ☐ ☐ D. Demonstrated proficiency and safe use
 - ☐ ☐ ☐ E. Plant Identification
 - ☐ ☐ ☐ F. Computer proficiency
 - ☐ ☐ ☐ G. Community Service Projects
 - ☐ ☐ ☐ H. Awards
 - ☐ ☐ ☐ I. Specialty Areas
 - ☐ ☐ ☐ J. Gardening
 - ☐ ☐ ☐ K. Plant Sales
 - ☐ ☐ ☐ L. Florist
 - ☐ ☐ ☐ M. Leadership/FFA
 - ☐ ☐ ☐ N. Job Hunt
 - ☐ ☐ ☐ O. Landscape Maintenance and Construction
 - ☐ ☐ ☐ P. Landscape Design
 - ☐ ☐ ☐ Q. Turf
 - ☐ ☐ ☐ R. Leadership Abilities



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)



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